



# Student Enrollment Audit Handbook Guide for Local Education Agencies

School Year 2014 - 2015

District of Columbia  
Office of the State Superintendent of Education

**Jesús Aguirre**  
State Superintendent



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## SECTION 1: INTRODUCTION

### Student Enrollment Audit

The annual student Enrollment Audit is required by law, under District of Columbia Official Code § 38-1804.02, to determine and develop public education funding and policies. The audit takes place in the fall of each school year and consists of a physical head count of each student enrolled in the following:

- District of Columbia Public Schools (DCPS);
- Public Charter Schools (PCS);
- DCPS or PCS schools but attending private special education schools or programs (“Non-Publics”<sup>1</sup>); and
- DC foster care students attending schools in surrounding counties and those registered with the Department of Youth Rehabilitation Services (DYRS).

The audit also reviews student records to determine enrollment and residency status as of October 5 (or the next business day if this falls on a weekend or holiday) of the given school year. For the current school year SY2014-2015, the date will be October 6. For the purpose of this handbook, “enrollment” is defined as the process by which a student obtains admission to a public school in order to attend classes and participate fully in school activities. Upon completion of the audit, each local education agency (LEA) receives funding for every student officially enrolled at its school(s), along with any funding allowed for additional related services under the District of Columbia Uniform Per Student Funding Formula (UPSFF). DCPS receives funding based on projected enrollment according to historic audit counts.

### State Enrollment Roster

The Office of the State Superintendent of Education (OSSE) is responsible for generating a state enrollment roster by calculating annual public school enrollment counts for each LEA as of October 6 and contracting an independent auditor to validate the enroll-

ment roster by means of a census-style audit. The Enrollment Audit roster is generated from the Statewide Longitudinal Education Database (SLED), which is populated by the LEA’s student information systems via QuickBase, the OSSE Special Education Data System (SEDS), and the Enrollment Audit and Child Count QuickBase application. The table below summarizes the data elements originating from each source system. All LEA SIS data will be collected through the Automatic Data Transfer (ADT) tool.

### Audit Components

The Enrollment Audit covers five components:

- Enrollment Audit:** An audit of: (a.) enrollment, (b.) residency status, (c.) tuition payment (non-resident) update, and (d.) grade-level. This also includes an audit of students under the care of Child and Family Services Agency (CFSA) who are enrolled in schools in surrounding counties, as well as students placed in Non-Public placements. Additionally as a part of this process demographics will be verified for annual purposes such as graduation rates, PMF (PCS only), equity reports, and state test breakdowns.
- Limited English Proficient (LEP) Audit:** An audit of students classified as LEP.
- Special Education Child Count Verification (Child Count):** A verification of the status of students with Individualized Education Programs (IEPs).
- Dropout:** A verification of OSSE’s record of annual disconnecting youth.
- At-Risk:** A verification of which students qualify for the new funding for At-Risk students

### Enrollment Audit Legislation

Because DCPS, PCS, and Non-Publics receive funding according to the number of students enrolled, DC code requires an audit to evaluate the accuracy of the fall student enrollment count of

<sup>1</sup> Non- Public School-A privately owned or operated school that maintains or conducts classes for students with IEPs enrolled in a public school in DC, with needs that cannot be met by the public school system.

## SOURCE SYSTEMS SUMMARY

Source System	Data Elements
LEA SIS	<ul style="list-style-type: none"><li>Student enrollment data</li><li>Student demographic data (including LEP<sup>1**</sup> indicator)</li><li>Residency and tuition information*<sup>2*</sup></li></ul>
SEDS	<ul style="list-style-type: none"><li>All special education Child Count data, except ‘User Updated Educational Environment’</li></ul>
QuickBase (Enrollment Audit and Child Count application)	<ul style="list-style-type: none"><li>Count location</li><li>Residency and tuition information*</li><li>Child Count: “User Updated Educational Environment”</li></ul>

all publicly-funded schools. Specifically, DC Official Code § 38-1804.02 requires an audit of the following:

1. The number of students, including non-resident students and those with special needs, enrolled in each grade from kindergarten through grade 12 in DC public schools and public charter schools, and the number of students whose tuition for enrollment in other schools is paid for with funds available to DC public schools;
2. The amount of fees and tuition assessed and collected from the non-resident students described in paragraph (1) of this subsection;
3. The number of students, including non-resident students, enrolled in pre-kindergarten (PK3 and PK4) in DC public schools and in public charter schools;
4. The amount of fees and tuition assessed and collected from the non-resident students described in paragraph (3) of this subsection;
5. The number of full-time equivalent adult students enrolled in adult, community, continuing, and vocational education programs in DC public schools and in public charter schools;
6. The amount of fees and tuition assessed and collected from resident and non-resident adult students described in paragraph (5) of this subsection;
7. The number of students, including non-resident students, enrolled in non-grade level programs (Ungraded students are only permitted in “Special Education” and “Alternative” programs) in DC public schools and in public charter schools;
8. The amount of fees and tuition assessed and collected from non-resident students described in paragraph (7) of this subsection; and
9. The number of students enrolled as of the date of the previous report that have since dropped out.

## Charter LEA Payments

The Enrollment Audit is the basis for charter LEA payments. It is therefore critical that charter LEAs verify the accuracy of their enrollment data. If the LEA believes its enrollment data is inaccurate, there are three methods of recourse:

Ungraded students are only permitted in “Special Education” and “Alternative” programs

### Prior to October 6

1. LEAs can access support provided by OSSE and the Public Charter School Board (PCSB) staff to reconcile the data in their SIS with OSSE’s roster data in SLED.

### After October 6

2. LEAs can request a resolution meeting with the auditor.
3. LEAs can submit an appeal.

The enrollment data used to calculate SY2014-2015 quarterly payments to charters are as follows:

**Quarter One (July):** A projected enrollment count negotiated between LEAs and PCSB

**Quarter Two (October):** Unaudited October 6 count

**Quarter Three (January):** Unaudited October 6 count

**Quarter Four (April):** Audited October 6 count

## DC Code §38-2906.02 – Sections Relevant to Charter Payments

(b) Each payment shall be one-fourth of each public charter school’s entitlement, determined as follows:

(1) The basis of the July 15 payment to a public charter school shall be the estimate used in the June 30 quarterly reports submitted by the eligible chartering authorities pursuant to §38-1804.02(a).

(2) The basis of the October 25 and January 15 payments shall be the unaudited October enrollment numbers for that school contained in the reports submitted by the eligible chartering authorities on October 6.

(3) The basis of the April 15 payment shall be the audited October enrollment numbers provided that these amounts shall be adjusted in accordance with the provisions of subsection (c) of this section.

(c) Payments shall not be reduced or delayed pending the conduct and results of the audit prescribed by §38-2906(d). If the audit finds that the number of verified resident students enrolled at any public charter school differs from that on which its July 15 and October 15 payments were based, the Mayor shall recalculate the appropriate amount of subsequent payments accordingly, adjusting them by the amount of the discrepancy.

**Further details about the Enrollment Audit and the UPSFF can be found in Section 6 of this manual.**



## SECTION 2: ENROLLMENT AUDIT AND CHILD COUNT OVERVIEW

Below is an overview and timeline of the SY2014-2015 student Enrollment Audit and Child Count Process.

Item/Action	Date
<b>Preparation for the October 6 deadline</b>	
OSSE collects and updates LEA, School and Point-of-Contact information	Late July-early August 2014
OSSE and the auditor conduct training sessions	<p>The scheduled training dates are listed below. There may be additional training dates announced based on LEA needs. All training sessions will be published in the LEA Look Forward.</p> <ul style="list-style-type: none"> <li>Existing LEAS: <ul style="list-style-type: none"> <li>Friday, August 22: 9:00 am - 12:00 pm and 1:00 pm - 4:00 pm</li> <li>Monday, August 25: 9:00 am - 12:00 pm</li> <li>Monday, September 22 9:00 am - 12:00 pm</li> </ul> </li> <li>New LEAS: <ul style="list-style-type: none"> <li>Tuesday, August 26: 9:00 am - 12:00 pm</li> </ul> </li> <li>CBOs: <ul style="list-style-type: none"> <li>Tuesday, August 26: 1:00 pm - 4:00 pm</li> </ul> </li> <li>There will also be a combined webinar held to discuss the LEP Audit, Child Count, the at-risk designation and Data Quality expectations in more detail. Specific dates will be published in the LEA Look Forward.</li> </ul>
LEAs update data in SIS, (SEDS), and the OSSE Enrollment Audit and Child Count QuickBase Tool	Starting at the beginning of the school year
<p>Quality Data for Accurate Funding Campaign - LEAs input and update data in SIS, SEDS, and the Enrollment Audit and Child Count QuickBase application</p> <p>LEAs identify and resolve all data issues</p> <p>OSSE and PCSB provide technical support</p>	September 15-October 6, 2014
<b>October 6 Data Certification</b>	
Data in the Enrollment Audit and Child Count roster in SLED freezes	October 6, 2014
<p>LEAs review frozen data available in SLED for accuracy and completeness</p> <p>Prior to submission of certification, LEAs submit requests for support to the OSSE Support Tool (OST) for any issues not previously identified</p>	October 7-October 8, 2014
<p>Certification submission is due to OSSE</p> <ul style="list-style-type: none"> <li>LEAs submit Enrollment Audit Certification form to OSSE</li> <li>LEAs submit Child Count Certification forms</li> </ul>	October 8, 2014 by 5:00 p.m.
<b>Enrollment Audit, LEP Sample Audit, Child Count and Residency Verification Audit</b>	
OSSE reviews data for Child Count and identified anomalies	October 8-October 20, 2014

Item/Action	Date
OSSE sends Child Count anomalies to LEAs for response and resolution	October 20, 2014
<p><i>Enrollment Audit Head Counts</i></p> <ul style="list-style-type: none"> <li>Auditor visits all DC schools (LEAs) to perform head counts based on certified October 6 roster. The auditors also verify residency, and grade-level.</li> <li>Auditor confirms enrollment of students at Non-Public, DYRS, and surrounding county institutions</li> </ul> <p><i>Limited English Proficient Audit (LEP)</i></p> <ul style="list-style-type: none"> <li>Auditor generates LEP sample and performs the sample audit electronically</li> </ul> <p><i>Child Count</i></p> <ul style="list-style-type: none"> <li>LEAs resolve and respond to anomalies</li> <li>LEAs submit recertification as required</li> <li>Child Count data will continue to be refreshed daily in SLED and in the Enrollment Audit and Child Count QuickBase application for Child Count data elements <u>only</u></li> </ul> <p><i>At Risk</i></p> <ul style="list-style-type: none"> <li>LEAs review students identified as qualifying for the at-risk indicator as well as additional students in the same household and provide documentation to OSSE for review</li> </ul>	October 20, 2014-December 1, 2014
<b>Enrollment Audit Resolution Meetings</b>	
<p><i>Audit Resolution Meetings</i></p> <p>Auditor meets with the LEA to share audit results; the LEA has the opportunity to dispute the findings</p> <p><i>Appeals</i></p> <ul style="list-style-type: none"> <li>The LEA leader must retain documents presented to the auditor during the resolution meeting</li> <li>Resolution meeting may take place on a conference call where no major issues are anticipated</li> </ul> <p><i>Child Count</i></p> <ul style="list-style-type: none"> <li>LEAs review the data in SLED to ensure all updates and corrections through the anomalies process are reflected in SLED</li> </ul>	December 2, 2014-December 9, 2014
<b>Desktop Appeals Process</b>	
<p>Audited data released to LEAs in SLED</p> <ul style="list-style-type: none"> <li>Preliminary findings available from the Enrollment Audit, the LEP Sample Audit, and the Child Count</li> </ul>	December 17, 2014
<p>LEAs review the findings and submit appeals to OSSE via QuickBase Application</p> <ul style="list-style-type: none"> <li>If the LEA identifies any student receiving special education services who is not currently included in the Child Count roster, the LEA must submit the student as an appeal through the Enrollment Audit Appeals process</li> </ul>	December 23, 2014 at 5:00 PM
<ul style="list-style-type: none"> <li>Auditor/OSSE reviews the appeals and makes determinations</li> <li>An OSSE panel will review any Child Count appeals and make the appropriate determinations.</li> </ul>	December 29, 2014- January 6, 2015
<b>In-Person Appeals</b>	
Updated data released to LEAs in SLED	January 6, 2015
<p>LEAs review the findings and submit requests for in-person appeals hearing to dispute findings</p> <ul style="list-style-type: none"> <li>No new issues can be appealed during the in-person appeals</li> </ul>	January 9, 2015 at 5:00 PM



Item/Action	Date
• In-person appeals hearings are conducted at OSSE	January 13-14, 2015
<b>Final Enrollment Audit and Child Count Release</b>	
Final Enrollment Audit and Child Count data released in SLED – The Enrollment Audit data is considered final and will be used to pay the fourth quarter payment to charter LEAs.	Early 2015
<b>Non-Resident Follow-Up</b>	
Non-resident tuition payment recoupment and follow-up with parents/legal guardian who have not provided sufficient proof of residency	Ongoing, 2015
OSSE sends follow-up letter to LEAs regarding non-resident students	February, 2015
Referrals to the Office of the Attorney General (OAG)	March-May, 2015

## ENROLLMENT AUDIT AND CHILD COUNT DIFFERENTIATION

### Age

Due to the requirements of the two data collection processes, there are differences in the way age is calculated for the Enrollment Audit and the Child Count, which can result in slightly varying rosters. The differences are described below.

Collection Effort	Age Requirement
UPSFF Enrollment Audit	The audit will include all students age 3 and older. Charter school students must turn 3 by the pre-determined age cut-off date of the current school year. For DCPS, the student must turn 3 by September 30 of the current school year. There is no maximum age.
Special Education Child Count	For the Part B IDEA Child Count EDFacts template as required by the federal government, students must be at least 3 years of age and no more than 21 years of age as of the official Enrollment Audit date (October 6)

Collection Effort	Special Education Categorization Requirement
UPSFF Enrollment Audit	Students receiving special education services are categorized for funding purposes based on SPED level. This is calculated by dividing the total number of hours a student receives for specialized instruction, related services, and dedicated aide (regardless of the environment in which they are receiving those services), by the number of instructional hours per week at the school of attendance.
Special Education Child Count	Students receiving special education services are categorized for funding purposes based on their Educational Environment. This is calculated by dividing the total number of hours per week that a student receives specialized instruction and related services provided outside of the general education setting, by the number of instructional hours per week at the school of attendance or a selected high intensity educational environment as defined by OSSE.

## Special Education Child Count and UPSFF SPED Level Funding

There are slight differences in the population of students who will receive funding from different special education sources. With the alignment of the official general Enrollment Audit head count and the specialized education Child Count dates, all UPSFF funding will be based on the same date (October 6, 2014). In order for a student to receive federal funding under Part B, the student must be enrolled and receiving services as of October 6. See the following chart of possible scenarios:

Scenario	Oct 6		Will LEA receive UPSFF General Ed Funding?	Will LEA receive UPSFF SPED Level Funding? <sup>2</sup>	Will LEA receive Federal Part B funding? <sup>2</sup>
	Was child enrolled at the LEA?	Was child a student receiving services under IDEA? <sup>3</sup>			
1	YES	YES	YES	YES	YES
2	YES	NO	YES	NO	NO
3	NO	YES OR NO	NO	YES OR NO <sup>1</sup>	NO
4	YES and served in non-public settings	YES	NO	NO	YES

## General Enrollment Requirements

The Enrollment Audit is the authoritative source for enrollment verification. All students must be included in the Enrollment Audit for the respective LEA before the student can be included on the Child Count Process.

<sup>1</sup> A supplemental payment, for special education services, will be allowed for students that enroll after 10/6 who have an IEP.

<sup>2</sup> Special Education Level is determined by the total number of hours per week a student is receiving for any combination of special education and related services. The total number of hours per week that a student has with a dedicated aide is also included in the special education level calculation.

<sup>3</sup> A student must have a current eligibility or a current IEP in order to be considered a "student receiving services under IDEA".

## SECTION 3: DATA COLLECTIONS AND QUALITY

### LEA Points of Contact

In addition to the Head of LEA, each LEA is required to have a point-of-contact (POC) designated on OSSE's Official LEA Contact List for the purposes of the Enrollment Audit, Special Education, and LEP. Because the Enrollment Audit and Child Count both require the handling of student identifiable information, the LEA POCs must follow all applicable Family Education Rights and Privacy Act (FERPA) laws, regulations, and federal and local policies.

LEAs with multiple staff members working on the Enrollment Audit must have a plan in place for sharing Enrollment Audit information among their respective staff members. OSSE and the auditor are not responsible for contacting LEA staff members beyond the Head of LEA and designated LEA Enrollment Audit, Special Education, and LEP POCs.

The current POCs stored in OSSE's LEA Contact List will be available for LEA review in the Enrollment Audit and Child Count QuickBase application. To update the contact information at any time, the Head of LEA must update this information in the Enrollment Audit/Child Count QuickBase application, under the "LEA Contact List" icon. Include the updated name, position, contact type, email address, and primary and secondary phone numbers.

### SY 2014-2015 LEA, School, and Campus Information

LEAs must also ensure that the following information in OSSE's School and LEA Information Management System (SLIMS) is complete and accurate for the current school year.

- LEA name and code (provided by OSSE for new LEAs)
- School/facility name(s) and code(s) (provided by OSSE for new schools)
- School Begin and End Time
- School Year Begin and End Date
- Charter LEA Status Dependent or Independent (Charter Schools Only)
- LEA Administrative Office Address (Include City, State and Zip Code)
- School/Campus Address (Include City, State and Zip Code)
  - include specific campus details that will be needed for Auditor site visits
- DCPS Cluster (DCPS Only)
- Grades Served (PK3, PK4, KG - 12, and Adult)
- Number of Days In School Year (School Year Total)
- Length of School Day
- Age Cut-Off Date – the date(s) that the LEA uses for enrollment (not applicable for alternative and special education

schools); this date will impact the eligibility of students for LEP status

The data as it is stored in SLIMS will be displayed in the Enrollment Audit and QuickBase application for LEAs to review. To make changes, either the Head of LEA or LEA Data Manager from the SLIMS LEA Contact List must advise Tonia Lovelace <[tonia.lovelace@dc.gov](mailto:tonia.lovelace@dc.gov)>. Updates must be submitted by September 5, 2014 to be considered for the Enrollment Audit and Child Count.

### Data System Access and Communication

#### System Access

- **SLED** – SLED is the place where the official enrollment audit and child count data will be displayed. This is the location where LEAs should go to review all data. Each LEA school leader, Data Manager, Enrollment Audit Contact, LEP Coordinator, and Special Education Coordinator should have access to SLED. To request access to SLED, please email [sled.info@dc.gov](mailto:sled.info@dc.gov)
- **SEDS** – SEDS is the primary system for inputting and updating special education student information. Access to SEDS is provided upon completion of training by the respective LEA. To request training and/or access to SEDS, please contact your LEA SEDS Data Administrator.
- **SY2014-2015 Enrollment Audit and Child Count (EA/CC) QuickBase Application** – The EA/CC QuickBase application will be used for the collection of data not captured by the LEA SIS or SEDS. It will also be used throughout the audit for the upload of residency, resolution, appeals, and LEP documentation. Access will be granted to Enrollment Audit, Special Education, and LEP POCs. The POCs will receive email invitations from QuickBase to the email account listed in the OSSE LEA Contact List by September 5, 2014 to register and login to the application.
- **The OSSE Support Tool (OST)** – The OSSE Support Tool is also a QuickBase application but is separate from the EA/CC QuickBase application. LEAs should use the OSSE Support Tool to submit a request for support from OSSE. The OSSE Support Tool is available to SEDS LEA Data Administrators, Heads of LEA, Enrollment Audit Point of Contact, and LEP Point of Contact. The SEDS LDAs have access to enter issues about anything related specifically to SEDS. Other OSSE Support Tool users have access to enter issues specific to Enrollment or Enrollment Audit issues. Email invitations from QuickBase will be sent to the appropriate contacts by September 15, 2014 inviting them to register and login to the application.

To request access to the OST and for all other inquiries, please email [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov).

## Data Quality

LEA data quality in SIS and other source systems is vital to a successful Enrollment Audit. All data must be valid, complete, and accurate (please see table below for definitions of each of these terms). LEAs must also ensure that they adhere to the LEA Data Management Policy, which can be found at:

<https://sled.osse.dc.gov/Pages/SLED%20Pages/Documentation.aspx>

Under Section 9306 of the Elementary and Secondary Education Act, LEAs are responsible for maintaining records for data reporting. All LEAs signed assurances to this effect in the Local Educational Agency Consolidated Application for Title I, Part A; Title II, Part A; and Title III Part A funding; and IDEA Part B, as found in PL 108-466, assuring that LEAs will:

“Submit such reports to the SEA [State Education Agency] (which shall make the reports available to the Mayor) and the Secretary of the U. S. Department of Education as the SEA and Secretary may be required to perform their duties under each program; [and] maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Mayor) or the Secretary may reasonably require to carry out the SEA's or Secretary's duties.”

OSSE defines maintenance of records as: (a.) entering accurate data, (b.) updating data in a timely and accurate manner upon notification of any changes, and (c.) ensuring the accuracy of records such that the system of record is an accurate reflection of all students and their environments under the purview of the LEA. The data from the Enrollment Audit is used for annual federal reports.

## DATA QUALITY TERMS

Term	Definition
Accurate	The data correctly represent reality
Complete	All required data elements contain values
Valid	All values entered conform to OSSE permitted attributes

Funding calculations are based on data that are successfully entered into source systems and communicated to SLED. The source system refers to the system in which each data element is originally input and updated. Failure to input valid, complete, and accurate data by October 6, 2014 will result in negative funding implications.

In order to be counted in the Enrollment Audit, a student must have an active enrollment record in SLED at the claiming school and LEA as of October 6, 2014 and the student's records must have valid and complete information for all of the following data fields:

- USI (Uniform Student Identifier)
- Local ID
- Last and first name
- Date of birth
- Gender
- Ethnicity
- Race
- FARMS (Free and Reduced Meals Student) Status (Including CEP and/or Direct Certification status)
- Student address (street, city, state, zip code)
- LEP indicator
- Student grade level
- Residency indicator
- Tuition indicator
- IEP (calculates SPED Level)
- Tuition payment amount
- Homeless indicator
- Sibling status (for At-Risk)

## The Quality Data for Accurate Funding Campaign

OSSE's Quality Data for Accurate Funding Campaign will occur September 15 through October 6, but LEAs should begin checking the accuracy of their data in SLED as soon as possible after the start of the school year. The campaign is held to promote data quality improvement during the weeks leading up to October 6. OSSE will provide additional technical assistance to LEAs during this time.

The sub-sections below provide resources and guidance that should be used by LEAs to support the data cleanup effort.

## Data Quality Error Reports

The Data Quality Error Reports are available for review in SLED. The error reports flag common data errors such as invalid, missing, and duplicate enrollments. LEAs are required to disseminate the error reports to their school-level administrators and to coordinate with school-level data administrators to make all necessary corrections.

To access the SLED error reports, login to SLED ([sled.osse.dc.gov](https://sled.osse.dc.gov)) and click on the Data Quality Error Report in the left-hand navigation bar on your main dashboard page highlighted in the screenshot shown on the next page.

Home Library Data Collection Calendar Reports Report Violations LEA Directory Data Request State TCP

Data as of: 7/13/2014

Current Enrollment (uncertified) Duplicative Enrollment Report DCCAS Enrollment Audit Child Count Discrepancy Report

**Current Enrollment Summary**

School	Student Total
Perspectives HS	1,000
Perspectives MS	62
Smith ES	370
Total	1,432

Race and Ethnicity	Student Total
Hispanic/Latino	40
American Indian or Alaskan Native	2
Asian	0
Black or African American	1
Native Hawaiian or Other Pacific Islander	186
White	4
	22

Gender

The errors are listed at both a summary level and at the student level, under the 'Error Details' tab. The Error Summary report shows each of SLED's error codes, a brief description of that error code, and the count of students at the LEA with the error.

To explore the student level error list, click on the 'Error Details' tab shown below. The student level information can be downloaded in .xls and .csv formats. These buttons appear either at the top left or right of the table, depending on the browser used to access SLED.

Error Summary Error Details List

**Data Quality Error Report Total**

Data Quality Error Summary Total	
Perspectives HS	2
Smith ES	38
Total	40

Data Error Code Summary			
Error Code	Error Description		Total
E10	Ethnicity should not be empty		3
E24	Critical: Enrollment date > withdrawal date		1
E25	Critical: Future withdrawal date		1
E28	Enrollment code invalid		1
E40	Critical: Withdrawal code missing		5
E45	Race missing		14

## Resolving Data Errors

If a data error is identified in SLED, the LEA should follow these steps to resolve the issue:

1. Review the information in the source system. Remember, different data elements have different source systems.
  - o For charter LEAs that do not have a native ADT connection<sup>3</sup>,

if the source system is the LEA SIS, you must also check ProActive to ensure the information is also complete and accurate when the source system is the LEA SIS.

2. Make necessary corrections.
  - o Issues that persist in ProActive must be resolved through coordination with PCSB.

<sup>3</sup> A native ADT connection means that the ADT pulls the data directly from the SIS.

3. Check SLED the following business day to confirm that the updates transmitted correctly.
4. If the issue persists, submit a request for support through the OSSE Support Tool (OST).

In some cases, the data must pass through multiple systems, increasing the chance of error. It can be time-consuming to properly identify the source of the issue and resolve the problem. Be sure to allow adequate time for reviewing and/or correcting data.

In the case of missing students, students with missing special education information, or students with duplicative enrollments, some additional guidance is provided below.

**Missing students:** In order for the Enrollment Audit and Child Count roster in SLED to accept and display a student record, the following data elements must be populated:

- First and last name
- Date of birth
- Local ID
- Gender
- Ethnicity
- Race
- Grade level
- Student address (street address, city, state, and zip code)
- LEA name and ID
- School name and ID

Additionally,

- The student's enrollment date must be current (non-future);
- The enrollment code must be a code from current OSSE's enrollment code list; and
- The exit date and code must not be populated; if populated, the student will be exited from the LEA or school roster.

**Missing Special Education Information:** In order for a student's special education information to be populated in the Enrollment Audit and Child Count roster in SLED, the following conditions must be met.

- The student must be properly enrolled and appear in SEDS.
- The student must have a current (not expired) Individualized Education Program (IEP) and an eligibility determination in SEDS

- If any of the student special education information is inaccurate, the data must be corrected in the source system, SEDS or the EA/CC QuickBase application for "User Updated Educational Environment." In many cases, corrections to the student special education information will require the completion of an IEP amendment. The LEA should complete all IEP Amendments prior to October 6, 2014. See the SEDS resource site for a video on the IEP Amendment process. In the context of IEP amendment, the term "typographical error" refers to text that is inconsistent with the LEA and the student's parents' shared understanding, based on a prior IEP or IEP Team discussion, of a specific requirement or term found in a student's existing IEP.

#### **Duplicative Enrollments:**

Duplicative enrollments occur as a result of a student being enrolled in more than one school simultaneously. While duplicative enrollments are based on school level enrollments, the responsibility falls on the LEAs of the enrolling schools to identify and resolve the enrollments.

There are two additional components that complicate the duplicative enrollment resolution process:

- When duplicative enrollments involve students with disabilities, one and only one LEA must be responsible for administering special education services. Therefore, only one LEA may have access to any one special education student at a time in SEDS.
- With the implementation of the six stages of enrollment, a student can be duplicatively pre-enrolled. If a student with disabilities is pre-enrolled at an LEA and not enrolled at any other LEA, the LEA pre-enrolling the student assumes responsibility for providing special education services.

The chart on the next page summarizes the types of duplicative enrollment situations that can occur and how each situation impacts the LEA's access to the student's records.



## Duplicative Enrollment Situation

		Two or more pre-enrollment codes (1800) are sent for the same student	Two or more stage 5 enrollment codes are sent for the same student	If a combination of stage 4 and 5 enrollment codes are sent for the same student
Impact on LEA access to student records in...	SLED	All LEAs will be able to view the student's information in SLED. The student will not be present on the Enrollment Audit roster.	All LEAs will be able to view the student's information in SLED. The student will be present on the Enrollment Audit roster for all LEAs of enrollment.	The stage 5 enrollments are prioritized over stage 4 enrollments
	SEDS	The LEA sending the earliest date will gain access to SEDS records.	The LEA sending the most recent enrollment date (and not in the future) will gain access to SEDS records.	

There are several sections within SLED where LEAs can view duplicative enrollment errors. For the purposes of resolution, OSSE recommends that LEAs utilize the Duplicative Enrollment Report

(shown in the screenshot below) provided in Enrollment section to resolve duplicative enrollment issues.



## Resolving Duplicative Enrollments

When a duplicative enrollment is identified, there are two possible resolution paths.

- If the student is not attending (and/or not going to attend) the school,** withdraw the student. LEAs must ensure that the student's prior and current school year enrollment records are coded in the SIS with an OSSE-permitted exit codes, found at <http://osse.dc.gov/service/entry-codes-exit-codes-and-enrollment>, as well as a non-future withdrawal date.
- If the student is attending the school,**
  - The school or LEA representative must complete the Duplicative Enrollment Resolution Affirmation Statement (DERAS) form and upload it to the SLED Document Exchange along with supporting documentation to certify the enrollment. The DERAS form and additional guidance about this process can be found at: <https://sled.osse.dc.gov:4433/Pages/SLED%20Pages/Documentation.aspx>.

- After uploading the DERAS to the SLED Document Exchange, the LEA must get in contact with the other school or LEA where the student is enrolled to inform the school/LEA that the necessary documentation has been uploaded to SLED and to ask the school to withdraw the student from their SIS. When the duplicative enrollment involves a DCPS student, the student's school of enrollment must be contacted. A full School and LEA Directory, that includes phone numbers, can be accessed in SLED at: <https://sled.osse.dc.gov:4433/Pages/SLED%20Pages/SchoolSearch.aspx>.
- If more than one LEA completes the DERAS form and provides the supporting documentation and the duplicative enrollment still exists, according to DCMR # A-2101.2-f, it is the responsibility of the LEA with the earlier entry date to initiate contact with the LEA with the most recent/latest entry date to either exit the student from the school's SIS or to have the other school exit the student from their SIS.

While the LEA with the earlier entry date is responsible for initiating

ing contact, any LEA may contact another LEA to start the resolution process. In fact, it is in the interest of both LEAs to initiate and work together to resolve the error quickly.

For the purposes of the Enrollment Audit, any duplicative enrollment that cannot be resolved by the LEAs by October 6, 2014 will be resolved by the Auditor. It is then the responsibility of the LEA of the school where the student determined not to be enrolled to withdraw the student from the SIS in a timely manner at the conclusion of the Audit.

## Students with Disabilities: Excessively High or Low Hours

OSSE will identify a student as having an anomaly if the student has excessively high (over 35 hours) or excessively low (under .5 hours) of specialized instruction and/or related services. This error often occurs because an LEA user entered minutes instead of hours or hours instead of minutes. In most cases, this is considered a typographical error and can be corrected through the IEP Amendment process. For instances, a student who has excessively low hours might receive .5 hours of speech and language service per week but the LEA user erroneously entered .5 minutes per week instead (30 seconds) thus resulting in excessively low hours. Conversely, an LEA user may have intended to enter 30 minutes per day of math but erroneously entered 30 hours per day, which would result in a total of 150 HOURS per week, excessively high hours. Such errors need to be corrected prior to certification.

## Students with Disabilities: Inaccurate Educational Environment

OSSE will also identify the use of low frequency Educational Environments or mismatch Educational Environments. For example, LEAs will select, "In Regular Early Childhood Program < 10 hours/week, most SE services in other location" with the understanding that the <10 hours refers to the amount of specialized instruction and related services. This is occasionally an error. The <10 hours refers to the total amount of time the student is attending school.

If this Educational Environment is selected, it means the student is only attending a school program part time. The selection of this Educational Environment will be flagged by OSSE. It may be accurate in which case the LEA will only need to respond accordingly. But if the Educational Environment was selected in error and the student is attending school full time, the LEA should make the update accordingly. OSSE will also identify mismatch Educational Environments. For example, if an LEA selects Separate School as the Educational Environment but the attending school is not known to be a Separate School, the LEA will need to either make the appropriate updates to the SIS so the correct attending school is reflected or change the Educational Environment to match the attending school.

## Students with Disabilities: Developmental Delay

Another common mistake is to include students who are over 7 years old who still have a Primary Disability of Developmental Delay. In accordance with DCMR, Developmental Delay is only appropriate for students who are 7 years old and younger. If this occurs, the LEA must conduct an Eligibility Determination and an updated IEP to determine continued eligibility for special educational services and identify an age appropriate disability. LEAs are advised to review all students with this disability as soon as possible at the beginning of each school year to allow adequate time for the completion of an Eligibility Determination and IEP meeting.

## SECTION 4: OCTOBER 6 ENROLLMENT AUDIT AND CHILD COUNT DATA CERTIFICATION

LEAs must certify the validity, completeness, and accuracy of the October 6 data for both the Enrollment Audit and the Child Count. LEA certifications must be submitted after October 6 but no later than October 8 at 5:00 p.m.

Both the Enrollment Audit Data Certification and the Child Count Certification Form must be completed, signed by the head of the LEA, scanned, and provided to OSSE via email to: [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov). OSSE will acknowledge receipt of each certification document via email within 48 hours. All Enrollment Audit certifications for charter LEAs will be forwarded to PCSB upon receipt.

In the event that the frozen October 6 Enrollment Audit and Child Count data are not accurate or complete by the certification deadline, the LEA must take the following steps:

- Submit requests for support to the OSSE Support Tool prior to certifying the data for all issues

(Note: Each issue should only be submitted once; for issues that impact multiple students, complete the “global issue template” found in the OST and submit a single support ticket.)

- List all open Enrollment/ Enrollment Audit OST ticket numbers on the Enrollment Audit Data Certification Form
- List all open Special Education and Child Count OST ticket numbers on the Child Count Certification Form
- Follow-up daily with your open tickets until the issues are fully rectified

	Enrollment Audit Certification	Child Count Certification
Data Verification	Verify all data in SLED	
Signature	Signed by Head of LEA	
Roster Report Requirement	The certification form will be downloaded and printed from SLED Reports	The Child Count Roster Verification Report will be downloaded and printed from SLED Reports
Metrics Requirement	N/A	Complete table on the Child Count Certification Form
Due Date	October 8, 2014 at 5:00 pm	
Data Discrepancies	List all open OST ticket numbers relevant to the specific component	
Method of Submission	Email to <a href="mailto:osse.enrollmentaudit@dc.gov">osse.enrollmentaudit@dc.gov</a>	
Due Date	October 6, 2014 at 5:00 pm	
OSSE Review/Acceptance	OSSE will advise LEA of certification receipt by email within 48 hours	OSSE will review certification for discrepancies and inform LEA of 1) Acceptance or 2) Need for Resubmission by email within 48 hours
Forward to PCSB	YES	NO
Recertification Requirement	N/A	LEAs will be notified if recertification is required based on OSSE review of LEA anomaly responses

**If the LEA does not submit the Enrollment Audit Verification Form and the Child Count Certification Form by the deadline, OSSE considers the LEA's October 6 data to be accurate through passive approval for the purposes of the enrollment audit and will provide the enrollment roster, as is.** The timing of the second quarter payments for LEAs who have not signed the Enrollment Audit Verification and Child Count Certification Form should be discussed with PCSB.

Following the October 8 data certification, OSSE will continue to work with LEAs through October 10 to try to resolve outstanding data issues. OSSE does not make changes to the LEA data. The only corrections that will be accepted during this time are those that are successfully received by SLED from the source system. LEAs must also work with the auditor to ensure that the changes made after October 8 are also captured for the Enrollment Audit.



## SECTION 5: UPSFF LEVELS

As discussed in the introduction, the student Enrollment Audit is the basis for paying the charter schools' UPSFF quarterly payments. It also serves an important role in justifying enrollment projections used to calculate the budget allocations for DCPS and the PCS account (budget code GCO) in the annual budget. The chart

below briefly describes how the LEA student classification relates to the UPSFF.

Every student will be counted in only one of the categories in the general education portion of the UPSFF chart.

### GENERAL EDUCATION<sup>4</sup>

Grade/Classification	Weighting Factor*	Description of Classification
Pre-Kindergarten 3	1.34	Grade
Pre-Kindergarten 4	1.30	Grade
Kindergarten	1.30	Grade
Grades 1-3	1.00	Grade
Grades 4-5	1.00	Grade
Grades 6-8	1.08	Grade
Grades 9-12	1.22	Grade
Alternative School	1.44	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/Enrollment Audit, but is funded based on this category in the UPSFF calculation.
Special Education Schools	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/Enrollment Audit but is funded based on this category in the UPSFF calculation.
Adult	0.89	Student-level classification based on program attributes
LEP/NEP	0.49	Limited English Proficient (LEP)/ Non-English Proficient (NEP) students
LEP/NEP Residential <sup>3</sup>	0.668	Additional funding to support after-hours programs. Limited and non-English proficiency needs of students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting
*At-Risk Students	0.219	Additional Funding to support students who are: <ul style="list-style-type: none"> <li>• Homeless</li> <li>• Overage</li> <li>• Direct Certified</li> <li>• CFSA</li> </ul>

\*The weighting factor is applied to the foundation level per pupil amount to calculate the amount allocated/distributed for each student.

<sup>4</sup> Note that this chart only shows the general education classifications and weights. Some students qualify for additional categories of funding such as special education, English language learner, etc., which have additional weights.

### At Risk Students

A new weight has been added to the UPSFF. This will be used for calculating additional funding for At Risk students. Additional details on the calculation method and approach for verification will be provided at the training specific to the At-Risk indicator. The enrollment audit verification process will impact projections for FY16

- **Direct Certification** – TANF enrollment or SNAP eligibility;
- **CFSA** – under the care of the Child and Family Services;

- **Homeless** – identified as homeless as a part of the McKinney Vento reporting mechanism (homeless feeds);
- **Overage (High School Only)** – a high school student is at least one year older than the appropriate age band for their grade. E.g. a 9th grader in SY2013-2014 should have been born between 9-30-1998 and 9-30-1999, making that student between 14 and 15 years old. A 9th grade student in SY2013-2014 who was born BEFORE 9-30-1997, and thus was at least 16 at the start of the school year, would be at least one year overage, and thus qualify for at risk.

## Ungraded Students

Students may only be listed as ungraded in the Enrollment Audit if they attend an alternative school or a special education school. All other students must be classified in a grade (PK3-Grade 12) or as adult.

## Grade Identification

LEAs must identify students in a particular grade when submitting data into SIS.

## Alternative School Program Classification

DC Official Code §38-2901 (1B) defines an alternative school program as:

(1B) “Alternative program” means specialized instruction for students under court supervision or on short- and long-term suspension, or who have been chronically truant or expelled from a regular District of Columbia Public School or public charter school academic program. To qualify as an alternative program, a school must meet the criteria and rules set by the State Education Office. An alternative program may describe an entire school or a specialized program within a school.

Schools must be approved as an alternative education schools by OSSE to receive alternative education school funding. If an LEA does not know if they have alternative education school status, please submit the inquiry to OSSE Support Tool in QuickBase for assistance.

## Special Education School Classification

DC Official Code §38-2901 (11D) defines special education school as:

(11D) “Special Education School” means a separate DCPS or public charter day school or residential school dedicated exclusively to serving special education students at levels 4 and 5.<sup>5</sup>

Students in a special education school may be classified in a particular grade or as ungraded for the purposes of the Enrollment Audit and in SLED. However, for UPSFF, students attending special education schools will only be listed in the special education school category for general education funding purposes.

**Note:** These students also qualify for additional special education payments funded by special education levels.

## Adult Education Student Classification

Adult education is considered a student classification, not a school classification. DC Official Code §38-2901 (1) defines the category as:

- (1) “Adult education” means services or instruction below the college level for adults who:
  - a. Lack sufficient mastery of basic educational skills to enable them to function effectively in society;
  - b. Do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education; or
  - c. Have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English.

Students will not be audited based on age; therefore, LEAs should classify their students as adult or in a high school grade level of 9 through 12 based on programming.

It is acceptable for an adult student to be enrolled in more than one LEA and in a variety of adult education programs. However, UPSFF payments are made to one LEA and OSSE will count the student only once in the Enrollment Audit under one LEA. For example, if an adult student is enrolled in more than one LEA, the LEA receiving the enrollment credit and the UPSFF funds will be determined as follows in this ranking order:

1. An adult program leading to a high school diploma automatically receives the enrollment credit over programs that do not lead to a high school diploma.
2. An adult program leading to a GED automatically receives the enrollment credit over programs that do not lead to a GED.
3. If neither program leads to a high school diploma or GED, the program in which the student spends the most hours (on average) will receive the enrollment credit.

<sup>5</sup> Note that there is no longer a special education level 5; however, the code has not yet been updated to reflect this.



## SECTION 6: THE ENROLLMENT AUDIT PROCESS

The Enrollment Audit is conducted for all DC students including those who attend Non-Public institutions and Department of Youth Rehabilitation Services (DYRS) as well as students in the District's foster care system attending surrounding county schools.

### A. Auditor Site Visits

During the site visit, the auditor will verify the enrollment, residency and tuition status, and grade levels of all students listed on the October 6 Enrollment Audit Roster.

- **Enrollment and Grade Level verification**

The auditor will use the October 6 Enrollment Audit Roster from SLED as the basis for the enrollment count. The exact count methodology is forthcoming for the LEA visits, as well as Non-Publics and surrounding county school counts. It will be proposed by the auditor and approved by OSSE. The specific methodology will be shared in the LEA briefings with the auditor in August.

- **Residency verification**

The auditor will review each student's file to determine his or her residency status. LEAs must provide the auditor with the DC Residency Verification Form for each enrolled student along with supporting documentation proving residency upon request. The auditor will also review tuition agreements entered into on behalf of any non-resident student as well as the amount of tuition assessed and collected by the LEA for each non-resident student.

**An LEA that places a special education student into a Non-Public school is responsible for verifying residency for that student, as well as maintaining the student's residency verification records for auditor review annually. In addition, the students need to be enrolled actively in the LEA SIS and accurately reflected in SLED.**

Students who are considered *Direct Certified* will be excluded from the population of students to be sampled for the residency verification audit. Students in the District of Columbia who have been certified as residents through other District programs (TANF and SNAP) are considered *Direct Certified* as residents for the purposes of the Enrollment Audit. The updated list of *Direct Certified* students in the District will be released on October 1, 2014 in the Enrollment Audit Roster in SLED. LEAs enrolling students should have clear documentation that shows a student is direct certified if they plan to use this to verify residency. LEAs should refer to the Residency Verification Form for more information on the expectation during the residency verification process.

The following information is for the purpose of residency verification for any student attending DCPS or PCS during SY2014-2015:

1. Each LEA is required to provide the Residency Verification and Child Count Certification Form for every student, in-

cluding those students who are *Direct Certified*, during the auditor's visit. The LEA is also required to provide backup residency verification documentation for a random sample of 10% of student population not classified as *Direct Certified*. Please note the list of *Direct Certified* students will be taken from the updated list to be provided to OSSE in late September.

2. In addition to the random 10% sample, the LEA will be required to provide residency documentation for any student who was classified as a non-resident, non-tuition paying student during the previous year's Enrollment Audit or residency investigation hotline as a residency exception. These students will be added to the random 10% sample. Notification will be provided on the Enrollment Audit head count day for the students that meet these criteria when given the information about the sample of students being verified.
3. If the backup residency documentation for more than 10% of the students in the initial 10% random sample and those classified as non-resident, non-tuition paying students from the previous year cannot be provided or verified, the LEA will be responsible for a second 10% random sample of non-direct certified students. This sample will not include any of the students from the previous random 10% sample or students flagged in the previous year.

If the LEA is unable to produce the backup residency documentation for more than 10% of the students in the initial random sample and students classified as non-resident or non-tuition paying from the previous year, the LEA will be subject to a second random 10% sample of non-direct certified students.

1. If the LEA cannot pass round two of residency sample verification, the LEA will be informed that it will be eligible for a full-school audit the following year.

### B. Resolution Meetings

Upon completion of the site visits, the auditor will schedule a resolution meeting to share the results with the LEA POC and to allow the LEA an opportunity to dispute the preliminary general enrollment count, grade level and non-residency findings.

If any findings are disputed, the LEA POC can produce documentation to prove enrollment and residency status of the student as of October 6. If the auditor accepts that proof, the LEA's enrollment roster will be adjusted to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof during the resolution meeting, the auditor will not adjust the LEA's enrollment roster and the LEA may choose to appeal to OSSE the auditor's decision during the audit appeals process.

**The Head of the LEA must retain documents presented to the auditor during the resolution meeting if it is decided to appeal the auditor's decision. These documents must be submitted along with the appeal to OSSE, as no new documentation can be submitted with a request for appeal.**

- **Desktop Appeals**

When the site visits and resolution meetings are complete, the auditor will release the data to OSSE, which will publish the findings in SLED by December 17, 2014 for LEA review. The data will be provided to LEAs at both the student-level and LEA summary-level. LEAs will have the opportunity to review the findings and submit appeals to dispute the findings and submit appeals disputing the findings. All appeals must be submitted to OSSE through the EA/CC QuickBase application by close of business December 23, 2014 at 5 pm.

**It is essential that LEAs review their data to ensure accuracy. December 23, 2014 is the LEAs' final opportunity to submit discrepancies in enrollment, residency, grade-level, LEP, and dropout status of students.**

Please note that the Special Education Child Count has a separate appeals process, which is discussed in Section 8.

- **In-Person Appeals**

The auditors will review and make determinations for all appeals submitted by the deadline. The updated Enrollment Audit findings will be released on January 6, 2015 for LEAs to review. LEAs will then have one final opportunity to dispute previously appealed data that was not accepted. No new documentation can be presented at this time.

### **C. Special Circumstances**

- **Absent Students during the Auditor Site Visit**

In the event that a student is enrolled as of October 6, but absent on the day of the auditor site visit, the student can and should be counted in the audit. Prior to October 6, the auditor and OSSE will develop a list of acceptable documentation to verify enrollment for absent students. The documentation required is outlined in the hierarchy below.

## ABSENT STUDENT DOCUMENTATION AND HIERARCHY

Hierarchy Order	If Only One LEA Claims Student As Enrolled...	If Multiple LEAs Claim Student As Enrolled...
1. Withdrawal Code	Does not apply. Skip to #2.	If the LEA claims a child is absent, the auditor will first check to ensure that the child has not been withdrawn from that LEA in the SLED system. If the student appears as withdrawn from the LEA on or before October 6 and there is no evidence in the system of re-enrolling in that same LEA on or before October 6, that LEA may NOT claim that student as enrolled.
2. Note from parent/legal guardian/doctor/etc.	If a student is absent on the day of the head count because of an illness, court-ordered appearance, out-of-school suspension, the LEA may provide either a note explaining the absence, signed by a parent, legal guardian, or doctor; or official documentation of the court-ordered appearance, suspension, etc.	If a student is absent on the day of the head count because of an illness, court-ordered appearance, out-of-school suspension, the LEA may provide either a note explaining the absence signed by a parent, legal guardian, or doctor; or official documentation of the court-ordered appearance, suspension, etc. If, under some unusual circumstance, more than one LEA has a signed note or official documentation explaining a student's absence on the day of the head count, move to #3.
3. Attendance Records	Demonstrate at least one day of attendance during the September 22-October 20 period. Attendance does not need to be demonstrated for each class during the day. The attendance cannot pre-date the first day of the current school year or post-date the day of the LEA's Enrollment Audit head count.	LEA must demonstrate attendance on October 6. If no LEA has recorded the student as attending on October 6, the auditor will choose the LEA that demonstrates the most days of attendance during the time period September 22- October 20. Attendance does not need to be demonstrated for each class during the day. If two or more LEAs have attendance records for the student in question for the same number of days, go to #4.
4. Schoolwork	Two pieces of schoolwork or exam documentation (including student's name and the date of the work) during the period September 22-October 20. Electronically submitted work or exams that have a date stamp and show the student's name or unique student identifier will also be accepted.	LEAs must demonstrate school work or exam documentation on October 6. If that is not available, choose the LEA that shows the most amount of schoolwork or exam documentation (including student's name and the date of the work) during the time period of September 22-October 20. Electronically submitted work or exams that have a date stamp and show the student's name or unique student identifier will also be accepted.

For Adult Students

The following hierarchy determines enrollment. However, it is possible for more than one LEA to have the same adult student enrolled. The rank order is also listed below.

Hierarchy Order	LEA Claiming student must provide
1. Student-signed affidavit	The LEA should have the adult student sign an affidavit attesting that the student is enrolled in the LEA program (an example affidavit is attached to this document). If the LEA cannot get a signed student affidavit, the LEA must move to #2.
2. Attendance records	Demonstrate attendance at least one day between September 20 and October 21. Attendance does not need to be demonstrated for each class during the day. The attendance cannot pre-date the first day of the current school year or post-date the day of the LEA's Enrollment Audit head count.
3. Schoolwork	Two pieces of schoolwork or exam documentation (including student's name and the date of the work) between September 20 and October 21. Electronically submitted work or exams that have a date stamp and show the student's name or unique student identifier will also be accepted.

• Adding Students to Enrollment Roster

It is critically important that LEAs ensure that all enrolled students are present on the Enrollment Audit roster by October 6 at 5 pm. In the event that a student who was enrolled on October 6 is missing from the roster, it is possible for the LEA to have a student added to the Enrollment Audit population. In order for a student to be added to the roster, the following conditions must be met:

- 1. The auditor must verify that the student was enrolled as of October 6;
- 2. The auditor must confirm the residency status, tuition status, and grade level of the student; and
- 3. The *complete* and active student record must be reflected in SLED

In some cases, if no resolution is needed, the auditor will inform the LEA no other information is required to move forward.

## SECTION 7: LIMITED ENGLISH PROFICIENT (LEP) STUDENT AUDIT

Limited English Proficient (LEP) students in DC qualify for supplemental funding through UPSFF. For the SY2014-2015 Enrollment Audit, an independent auditor contracted by OSSE, will conduct the audit through a sample methodology to verify the LEP status of all students in DC currently classified as such. The results of this audit will be used for supplemental UPSFF funding decisions for LEP students.

### I. LEP Definition

The definition of Limited English Proficiency, in accordance with the federal definition as defined in *No Child Left Behind (NCLB) of 2001* (Public Law 107-110). According to this definition, to qualify as LEP, students must meet the following criteria:

1. The individual is aged 3 through 21;
2. The individual is enrolled or preparing to enroll in an elementary school or secondary school;
3. (i) The individual was not born in the United States or whose native language is a language other than English; or  
(ii) (I) The individual is a Native American or Alaska Native, or a native resident of the outlying areas; and  
(II) The individual comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or  
(iii) The individual is migratory, his/her native language is a language other than English, and he/she comes from an environment where a language other than English is dominant; and
4. An individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual  
(i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);  
(ii) the ability to successfully achieve in classrooms where the language of instruction is English;  
(iii) the opportunity to participate fully in society.

### II. The Process

To verify the LEP status of students, the audit will follow the process defined below.

1. OSSE will create a roster of all students enrolled and identified as LEP in SLED as of October 6, 2014 who are between the ages of 3 and 21 per the pre-established school age cutoffs dates.
2. The team will remove all LEP students who are exempt from the audit (see subsection C: Exceptions below), and submit the roster to the auditors, who will create the sample and perform the audit.
3. For each school, from the remaining LEP student roster, the auditors will generate a random sample of 10% but no less than five LEP students. Please note that the while LEP sample audit is conducted at the school level, OSSE communicates solely with the LEAs. It is the responsibility of the LEA to disseminate information to and collect the documentation from the school level LEP coordinators.
4. The auditors will contact LEAs and request LEP documentation for the students in the sample. Documentation must be submitted in the desired format by the requested date in order to be considered. The auditors will conduct the LEP sample audit in person at the DCPS Office of Bilingual Education. Late submissions will not be considered by the auditors and must be filed during appeals.
5. The auditors will review the documentation to verify the LEP statuses of all students sampled. Any student whose documentation is complete and current and whose assessment score is qualifying will be verified as LEP. Any student for whom documentation is insufficient or whose assessment score is above the proficiency threshold will be denied LEP status.
6. Full-school LEP audit.
  - If the LEP status for more than two students in a school cannot be verified during the initial sample audit, the auditors will request and review the LEP documentation for all LEP students at the school, except those previously exempt per subsection C. The same standards apply for the documentation that will be considered acceptable and for the expectations for timely submission of documentation.
  - If the LEP status for two or fewer students in a school cannot be verified during the initial LEP sample audit, then all LEP students at the school, except those whose statuses could not be verified, will be accepted as LEP students for the audit.
7. The auditors will make all preliminary determinations and the findings will be released to schools along with the preliminary results from the full Enrollment Audit.

8. All LEAs will then have an opportunity to appeal the preliminary results and to submit documentation for students identified as LEP after October 6, 2014. The LEP appeals should be submitted to the Enrollment Audit and Child Count QuickBase application through the appeals process of the Enrollment Audit.

### III. Exceptions

Students meeting one of the following conditions, as determined by OSSE, will be automatically verified as LEP and exempt from the LEP sample audit assuming that conditions A, B, and C from the official LEP definition are met.

- All students with qualifying scores on the 2014 ACCESS for ELLs® exam. A qualifying score is an overall composite score between 1.0 and 4.9.
- All students with qualifying scores on the 2013 ACCESS for ELLs® exam who did not take the 2014 ACCESS for ELLs® assessment because they were not in the state, in the coun-

try, or had some other extenuating circumstance. A qualifying score is an overall composite score between 1.0 and 4.9.

- All students who qualified as LEP in the 2013-2014 school year and took but did not complete the 2014 ACCESS for ELLs® assessment as determined by a missing overall composite score.
- All students who took the Alternative ACCESS for ELLs® assessment in 2013 or 2014.

### IV. Documentation Requirements

In order for a student's LEP status to be verified, a copy of the student's assessment must be submitted to the auditor. The table below provides a full list of OSSE-approved assessments.

- a. Assessments acceptable for Pre-K3 through 12th grade students

Approved Assessments	Acronym	Grade Levels	Description	Considered Proficient (does not qualify)	How long the assessment will be accepted*
Preschool-IDEA Oral Language Proficiency Test	Pre-IPT	PK3-PK4 (ages 3-5)	The Pre-IPT assesses the oral English language proficiency level.	FES: Fluent English Speaking	The Pre-IPT is valid through the end of the student's KG year.
Kindergarten WIDA – ACCESS Placement Test	K-WAPT	PK-fall, 1 <sup>st</sup> grade	The K-WAPT assigns scores for speaking and listening.	Total listening and speaking score of 29 and above	The K-WAPT is valid through the end of the student's KG year when the student was assessed in PK4 or KG. The K-WAPT is valid through the end of the student's first grade for students assessed in grade 1.
WIDA – ACCESS Placement Test	W-APT	1-12	The W-APT yields an overall composite score based on all language domains.	Adjusted Overall CPL 5.0 and above	The W-APT needs to have been administered within 12 months of the audit date.
WIDA Measure of Developing English Language	MODEL	K-12	The WIDA MODEL yields an overall composite score based on all language domains.	Adjusted Overall CPL 5.0 and above	The MODEL needs to have been administered within 12 months of the audit date.

\* In the spring of each school year, all LEP students in grades K-12 should take the ACCESS for ELLs® assessment, the results of which would then be used to determine the student's English proficiency level for the following school year.



## b. Assessments acceptable for Adult students

Approved Assessments	Considered Proficient (does not qualify)	LEAs approved to use	How long the assessment will be accepted
TABE CLAS-E	Level 4 test and advanced in three subtests	DCPS, The Next Step	All adult LEP assessments must be administered within 12 months of the audit date.
NWEA	Score of 223 or above on the reading or language exam	LAYC	
CASAS	Reading/listening test scale score above 235 and writing test scale score above 260	Briya	
Placement Test Scoring Sheet	Total score equals 60		
TEAAL	Based on Carlos Rosario's criteria.	Carlos Rosario	

All assessments, PK3-12 and adult, must be administered within the given timeframes and the assessment documentation submitted must include *all* of the following data elements:

- Student's first name
- Student's last name
- Student's date of birth
- Student's Unique Student Identifier (USI) where possible
- Date of administration of assessment
- Official scoring sheet that includes the overall or composite score

Any assessment submitted that is missing one of these elements should be supplemented by documentation that includes the missing elements. These will be addressed on a case-by-case basis.

Finally, assessments with retroactively hand-altered information will not be accepted.

#### V. Secondary Documentation Accepted

The three types of documentation below do not establish LEP status. However, they can be used together as secondary pieces of documentation in cases where the LEA wishes to appeal the LEP status of a student.

Documentation	Purpose
Home Language Survey (HLS)	The HLS is an initial identification tool used to determine a primary or home language other than English.
NCLB Parent Notification Letter	Parents of Limited English Proficiency students participating in an English as a Second Language (ESL) program must be notified within 30 days of the beginning of the school year.
Student Schedule of ESL Services	Identifies students ESL course load for the school year.

In order to serve as evidence, these pieces of documentation must be current and they must be official. For example, an official student schedule of ESL services must be printed from the school's SIS or printed on the school's official letterhead. Unofficial or retroactively altered documentation will not be accepted.

All secondary documentation must also include the following information:

- Student's first name
- Student's last name
- Student's date of birth
- Date of administration of assessment screener

#### VI. LEP Appeals

After OSSE releases the preliminary LEP findings, all LEAs will have an opportunity to appeal the results. The LEP appeals process will follow the Enrollment Audit appeals process. All appeals must be submitted within the Enrollment Audit appeals timeframe and to the EA/CC QuickBase application.

During this period, LEAs must also submit LEP documentation for any enrolled students who were identified as LEP after October 6, 2014. All documentation submitted must meet the requirements.

When appealing students who were identified as LEP after October 6, 2014, the assessment must be dated after October 6, 2014. Exceptions will be handled on a case-by-case basis. When

appealing students whose LEP status could not be verified in the audit, the LEA may also submit additional documentation to support their case such as email correspondence regarding the affected students.

During the desktop appeals process, the auditors and OSSE will review the appeals documentation, make final determinations, and inform the LEA when the final 2014 Enrollment Audit report is released.

## SECTION 8: SPECIAL EDUCATION CHILD COUNT VERIFICATION

### A. Major Process Updates for SY2014-2015

For the SY2014-2015 audit, the OSSE Child Count will be based on student enrollment and educational environment as of October 6, 2014 (official head count day). The alignment of the Child Count process with the Enrollment Audit process reduces significant discrepancies in data and reporting that have historically resulted from having official counts occurring at different times and also reduces the burden on LEAs. All of the review and verification will take place in SLED. All special education data collected from LEAs will be pulled directly from the Special Education Data System (SEDS). LEAs will have the opportunity to provide updated information regarding educational environment via the EA/CC QuickBase application. All other data elements must be updated in the SEDS source system.

Child Count is a federally mandated activity as per 34 *CFR* 300.641(a) that is reported annually and serves as the official special education enrollment number for DC.

### B. Overview

Each LEA is responsible for ensuring that all students receiving services under the Individuals with Disabilities Education Act (IDEA) have a valid and current IEPs and Eligibility Determination captured in SEDS. To be included in the Child Count roster, a student must have, at minimum, a current IEP or a current eligibility determination and any IEP. In order to comply with the data quality initiative, both the IEP and Eligibility Determination must be up to date (not expired). Each student must also be properly enrolled and included in the Enrollment Audit for inclusion in the final Child Count.

The LEA SEDS data administrator at each LEA must work closely with the registrar or data manager to ensure that each student is properly enrolled in their respective SIS, migrating through to ProActive or ADT and then into SEDS. The LEA SEDS Data Administrator is also responsible for ensuring that all transfer requests for new students (from within DC) have been requested, and for entering required data elements and uploading any pertinent documentation for students entering the LEA who are new to DC. For additional information on the data flow of enrollment information, the transfer records request process or the process for entering data for new students, please refer to the SEDS resource site.

If the LEA determines that a student's special education information is inaccurate, an IEP Amendment or a new annual IEP may need to be completed. In some instances, it may also be necessary to hold an updated Eligibility Determination meeting (when the current Eligibility Determination is expired or if the student currently is designated as having the disability "developmentally delayed" but is over the age of seven 7). If an IEP Amendment needs

to be completed, refer to the IEP Amendment Policy and process located on the SEDS Resource Site.

For Child Count 2014, the Educational Environment will be pulled directly from the most recent finalized IEP in SEDS and displayed in SLED. In the case where the Educational Environment is not accurate, it may be appropriate to complete an IEP amendment to make this correction. In certain instances, the educational environment may be inaccurate for a reason that does not require an IEP Amendment. For example, if a student turned from five years old to six years old during the course of the IEP, or if a student was placed in a correctional facility during the course of an IEP. Each LEA is responsible for ensuring that all students receiving services under IDEA have a valid and current IEP and Eligibility Determination captured in SEDS. A student must have, at minimum, a current IEP or Eligibility Determination to be included in the Child Count roster. In order to comply with the data quality initiative, both the IEP and Eligibility Determination must be up to date (not expired). Each student must also be properly enrolled and included in the Enrollment Audit and receiving services under IDEA, for inclusion in the final Child Count.

### C. Completion of IEP Amendments

All IEP Amendments completed for the purposes of updating information for Child Count must be completed by October 6, 2014. If an IEP is completed for the purposes of updating data for the Child Count, a request for support must be submitted to the OSSE Support Tool (OST). Users will need to provide the following student-specific information:

- Student USI
- Student last name
- Student first name
- Student date of birth

Include the following in the IEP Amendment Block:

- IEP Amendment Date
- IEP Amendment Event ID

In the ISSUE DESCRIPTION box, enter the following information:

- IEP Amendment Date
- IEP Amendment Event ID
- Child Count data element(s) that need updating

OSSE will review the OST ticket and determine if the update will be included in the Child Count.

## D. Certification

LEAs must review their Child Count data in SLED and verify the accuracy of the data. Any data corrections need to be made in the source system, i.e., SEDS or the respective SIS. Any updates to the Educational Environment can be made in the Enrollment Audit/Child Count QuickBase application. The educational environment is the only data element that can be modified outside of the source system. Please begin reviewing the data as early as possible to allow for the completion of IEP Amendments or updated Annual IEPs if necessary.

Certifications are due by 5:00 p.m. on October 8, 2014. The data will be locked in SLED as of October 6, but certification is due two days later to account for any last minute data entry and to ensure all systems are updated. If the LEA is aware of any continued discrepancies or issues as of October 8, the LEA must submit requests for support tickets in the OST. If a ticket has not been submitted, OSSE will not consider any updates or data changes after certification. Failure to submit appropriate OST tickets could negatively affect funding.

Separate certification forms for the Enrollment Audit and the Child Count process are required. Below are the detailed requirements for submission of the Child Count certification.

1. Head of LEA must sign the Certification Form verifying the accuracy of the data displayed in SLED. The Certification Form must be dated.
2. The number of students to be included in the Child Count must be written on the certification form. This number must match the number of students on the Child Count Roster Verification Report for the certification to be accepted.
3. The table of metrics on the Certification Form must be completed, indicating the number of students identified for each high intensity educational environment. The numbers submitted must match the number of students appearing on the Child Count Roster Verification Report for each Educational Environment category.
4. A copy of the Child Count Roster Verification Report must be printed from SLED and attached to the Certification Form. Hand written corrections on the report will not be accepted.
5. The completed Certification Form and the Child Count roster Verification Report must be submitted to [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov) by 5:00 p.m. on October 8, 2014.
6. OST ticket numbers from any outstanding discrepancies or issues at the time of certification must be included on the Certification Form.

## E. Anomalies Analysis

After LEAs have submitted their Child Count Certification Form, OSSE will begin the review of all data to identify anomalies. The analysis period will be conducted between October 8 and October 20. On October 20, all LEAs will receive either a notice of any anomalies or initial acceptance of the certification, subject to further review.

## F. Anomalies Response and Resolution

LEAs will have between October 20 and December 3 to review, respond to, and resolve all identified anomalies. In some cases, the LEA will need to make data corrections to resolve inconsistencies. In other cases, the LEA will need to confirm the data is accurate. If any substantive changes are made through the anomalies process, the LEA may be required to submit a recertification. Recertification will be required if 1) pertinent data elements for one or more students are modified, primarily the Educational Environment, the number of special education hours, the disability, etc., 2) the number of students included in the original Child Count submission is changed. Remember, students can only be added to the Child Count roster if the student is already included in the Enrollment Audit roster. If a student is under appeal for inclusion in the Enrollment Audit roster, their potential inclusion in the Child Count roster will be considered during the appeals process rather than the anomalies process. LEAs will be notified regarding the need for recertification after OSSE reviews the anomaly responses from the LEAs.

## G. Appeals

If the LEA is attempting to add a student to their Child Count roster, the student must first be included in the Enrollment Audit roster. If a student is missing from both rosters, the LEA must appeal through the appeals process. The special education staff must coordinate with the LEA data manager to ensure the correct process is followed for having the student included in the Enrollment Audit. At each stage of the appeals process, if the student should also be included in the Child Count roster, the appropriate data must be entered in SEDS and the LEA must provide some verification that the student was receiving special education services as of October 6, 2014.

### Desktop Appeals

LEAs have the opportunity to review the Enrollment Audit and Child Count data after the completion of the anomalies process between December 17 and December 23. If there are any discrepancies at that time, an appeal must be submitted through the appeals process. The auditors and an

OSSE panel will review the appeals and make determinations between December 26 and January 6. For the purpose of having a student added to the Child Count roster, all criteria to have the student included in the Enrollment Audit roster must first be satisfied and verified by the auditor. If the auditor determines that a student should be added to the Enrollment Audit roster, the OSSE panel will then review the data available in SEDS to determine whether the student can also be included on the Child Count roster.

#### In-Person

LEAs have an additional opportunity to review the Enrollment Audit and Child Count data after the desktop appeals process is complete between January 6 and January 9. If there are any discrepancies remaining at that time, a request for an in-person hearing must be made. Hearings will be held on January 15 and 16. Again, for the purposes of having a student added to the Child Count roster, all criteria to have the student included in the Enrollment Audit roster must first be satisfied and verified by the auditor. If the auditor determines that a student should be added to the Enrollment Audit roster, the OSSE panel will then review the data available in SEDS to determine whether the student can also be included on the Child Count roster.



## SECTION 9: RESIDENCY VERIFICATION

All students attending DCPS, PCS, and Non-Public schools must be DC residents. Parents/guardians of students or adult students attending DCPS, PCS, or Non-Publics must provide proof of District residency every year. Parents/guardians or adult students who fail to do so must pay non-resident tuition equivalent to the UPSFF. Non-resident students are only admitted to DCPS or PCS if there are no resident students waitlisted. The student residency verification process requires documentary proof of residency and takes place during the enrollment period of each school year (April 1 through October 6). LEAs are required to review their students' residency documentation and verify that all documentation and verification forms are complete, legible, and valid prior to the audit.

### Residency Document Review

By October 6, or within 10 days of the initial enrollment, (whichever occurs later), a parent/guardian or adult student must prove residency by providing documentation as required under DC Code §38-309 subpart (b) or (c), which are also listed in the DC Residency Verification Form and are outlined in the OSSE Residency Verification Guidelines.

Schools are required to:

- Review these documents for legitimacy;
- Complete a Residency Verification Form certifying proof of residency; and
- Retain clear and legible copies of the residency verification documents and the OSSE Residency Verification Form.

If a parent/guardian or adult student does not provide proof of residency by October 7, or 10 days after enrollment (whichever is later), or, if the student is confirmed as a non-resident student, the school must then assess and collect non-resident tuition for the school year equivalent to UPSFF. Tuition payments must be made out to "D.C. Treasurer" and must include the student's name and USI. The school must retain clear copies of all tuition payments and send all tuition payments to OSSE immediately upon receipt of such payments. Mail tuition payments to:

**Office of Student Residency and Enrollment**  
**810 First Street NE**  
**9<sup>th</sup> Floor**  
**Washington, DC 20002**

### Residency Proven through Home Visitation

There may be extenuating circumstances that prevent a parent/guardian or adult student from producing state-approved residency verification documents. In such cases, each school should conduct a home visit pursuant to DC Code §38-309(d) and complete and retain a copy of the Home Visitation Consent Form and the Home Visitation Residency Verification Form, to demonstrate due diligence in verifying District residency. If a person seeking to enroll a student cannot establish residency by providing the necessary documentation or through a home visit, the school must refer that student to the LEA's residency office. DCPS and chartering authorities may establish procedures for proving residency in these exceptional cases and such procedures must be provided to OSSE no later than 30 calendar days before the first day of school for approval and must comply with DC Code §38-311(b) and all other applicable laws. Each school must be diligent in its efforts to confirm residency under these circumstances, and must retain such documents in their records.

Pursuant to newly enacted DC Code §38-312.01(c), DC public schools and public charter schools are responsible for residency validation and investigations to confirm student residency. In instances where a parent/guardian or adult student has failed to provide sufficient or adequate residency documentation by the October 7 or within 10 days of the initial enrollment, the school is expected to investigate immediately the residency status of the student and provide OSSE with a record of the investigation.

Where an LEA believes that a student is a DC resident but is unable to prove residency through any of the means enumerated in DC Code §38-309, the LEA should retain all documentation that could support a finding of residency and contact OSSE for further guidance.

### Proof of Residency for Homeless Students

Pursuant to the McKinney-Vento Homeless Assistance Act, schools may not require verification or proof of residency for homeless students as a condition of enrollment. However, each LEA is required to have a McKinney-Vento Assistance Act liaison responsible for identifying and ensuring that these students receive services entitled to them. The LEA liaison is required to complete a Homeless Student Referral Form for each homeless student enrolled at his or her schools. The LEA must retain a copy of this form in their records for each enrolled homeless student and must submit a copy for students to OSSE prior to the October 7 deadline, or within 10 days of the initial enrollment. The documented homeless student identification process, or a copy of the completed homeless student referral form, will serve as adequate proof of residency for a homeless student and should be made available for auditor review.



## Non-Resident Student Enrollment and Tuition Assessment and Collection

Non-resident students may enroll in DCPS or PCS if no District resident is found on the school's waiting list. The parent/guardian of a non-resident student or the adult non-resident student must enter into a tuition payment plan or must pay the full non-resident tuition upon enrollment. LEAs are required to collect tuition payments, made payable to the "D.C. Treasurer," and deliver these payments to OSSE. LEAs must collect tuition equal to the amount provided under UPSFF. LEAs or schools may not grant discounts or waivers of any kind for tuition owed.

If a student is enrolled as a resident but is later deemed a non-resident before, during, or after the Enrollment Audit, the LEA must assess and collect non-resident tuition from the parent/guardian of the student or, in cases of adult students, directly from the student, or from some other source of private funding (such as a scholarship). An LEA or school may not waive or discount the tuition owed for the period of time a student is enrolled as a non-resident. The parent/guardian of the student or the adult student can choose to have the student withdrawn from the school and pay a prorated tuition for the period of non-resident enrollment. Upon completion of the Enrollment Audit, OSSE will issue a letter to LEAs listing those students who have been identified as non-residents not paying tuition. LEAs are required to put in place a tuition plan with the parents of such students or request that the parent withdraw their child (ren) and pay a prorated tuition amount. LEAs must send the names of all non-resident students who fail to pay tuition to OSSE for potential referral to the District of Columbia Office of the Attorney General (OAG) for legal action.

## Student Residency Fraud

Residency fraud has serious criminal implications (see DC Code §38-312) and LEAs should take reasonable steps to deter and prevent residency fraud from occurring, as well as investigate allegations of residency fraud. Residency fraud consists of a parent, caregiver, adult student, or LEA staff member intentionally providing false residency information in an effort to enroll a non-resident student as a resident. Examples of residency fraud include forging documents, using a District of Columbia address that is not the parent/guardian, or adult student's residence, or a school official completing a Residency Verification form without actually reviewing the required state approved documents. DCPS and PCS are expected to investigate allegations of residency fraud concerning their students and, pursuant to DC Official Code §38-312.01, OSSE will work with schools to ensure that they do so.

During the course of the Enrollment Audit, the auditor may uncover residency fraud. Also, at any point during a school year, someone may notify OSSE of residency fraud. In such cases, LEAs and

schools are expected to work with OSSE to conduct an investigation of the allegation and prepare a case for referral to the OAG for potential prosecution.

## Non-Resident Investigations Process

DC law requires OSSE to investigate allegations of residency fraud. Once an allegation of residency fraud is received, a full investigation is conducted, which can include an examination of submitted residency verification documents and surveillance by a private investigator.

Allegations of residency fraud may be reported anonymously through the following methods:

- Call the Student Residency Fraud Prevention Hotline at 202.727.7224
- Submit Student Residency Fraud Tips Online <http://dcforms.dc.gov/webform/osse-residency-fraud-prevention-form>

Download the Residency Fraud Prevention flyer/poster for your school!

Read the Residency Fraud Investigation Guidelines

### Appeals

An adult student or the parent/primary caregiver of a minor student who is found to be a non-resident of the District of Columbia has the right to request an administrative review of the finding. To exercise this right, the individual must contact the OSSE by email at [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov) within 10 business days of the date of notification letter to request an administrative review.

## Penalty for False Information

Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, and payment of a fine of not more than \$2,000 or imprisonment for not more than 90 days, but not both fine and imprisonment, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 and amended by the District of Columbia Public Schools and Public Charter School Student Residency Fraud Prevention Amendment Act of 2012 (D.C. Code §38-312). The case of any such person may be referred by the Office of the State Superintendent of Education to the Office of the Attorney General.

**APPENDIX A:**  
**ENROLLMENT AUDIT DATA CERTIFICATION**



## LEA/CBO ENROLLMENT AUDIT DATA CERTIFICATION

*This form also serves as a Request for Appropriations Disbursement for Public Charter Schools*

### SY 2014-2015

This form must be completed by ALL LEAs and CBO's

Please submit completed application electronically and with the original signatures.

LEA/CBO Name: \_\_\_\_\_ Date: \_\_\_\_\_

EIN (PCS Only): \_\_\_\_\_ License Number (CBO Only): \_\_\_\_\_

#### Certification Information

Please specify the number of students your LEA is certifying for each category based on October 6, 2014 enrollment. In the case in which the Enrollment Audit section in SLED does not accurately reflect your LEA's enrollment in any category, reference the OSSE Support Tool (OST) Ticket Number that is open to address the issue.

Category	SLED Student Count	LEA Totals (if different from SLED)	Open OST Ticket number(s)
Enrolled			
PK3			
PK4			
KG			
01			
02			
03			
04			
05			
06			
07			
08			
09			
10			
11			
12			
Adult			
Alternative			
Special Ed			
Residents			
LEP			
Special Ed Level 1			
Special Ed Level 2			
Special Ed Level 3			
Special Ed Level 4			
At Risk			

Please continue to page 2.



We certify by our signatures below that the information provided reflects the above identified LEA's current enrollment as of October 6, 2014. Further, we commit to resolving any discrepancies that exist between our actual enrollment and OSSE's State Longitudinal Education Data (SLED) system in a timely manner.

_____	_____
Head of LEA/CBO Manager	Date
_____	_____
LEA/CBO Financial Officer (PCS only)	Date
_____	_____
Chairperson of the Board of Trustees (PCS only)	Date
_____	_____
Executive Director of Public Charter School Board (completed by PCSB upon submission)	Date

### **General Information (Charter LEAs only)**

Please check one of the following to identify the chartering authority that approved your charter:

\_\_\_\_\_ D.C. Board of Education    \_\_\_\_\_ D.C. Public Charter School Board

PCS Name: \_\_\_\_\_

PCS Address: \_\_\_\_\_

PCS Phone Number: \_\_\_\_\_ PCS Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

PCS Sponsor/Management Company: \_\_\_\_\_

(If not applicable, please leave blank)

### **Names and Contact Information (PCS only)**

PCS Board of Trustees Chairman: \_\_\_\_\_ Phone: \_\_\_\_\_

PCS Principal: \_\_\_\_\_ Phone: \_\_\_\_\_

PCS Financial Officer: \_\_\_\_\_ Phone: \_\_\_\_\_

### **Financial Institution Information (PCS Only)**

Financial Institution Name: \_\_\_\_\_

PCS Bank Address: \_\_\_\_\_

PCS Bank Account Title: \_\_\_\_\_

Type of Accounts: \_\_\_\_\_ Checking    \_\_\_\_\_ Savings

Account Number: \_\_\_\_\_

(Account number appearing on monthly statements, not at the bottom of PCS checks.)

Bank Contact Person and Phone Number: \_\_\_\_\_

ABA Routing Number: \_\_\_\_\_

(Please contact your bank for these numbers. Do not type the numbers at the bottom of checks.)



# **APPENDIX B:**

**LEA CERTIFICATION OF FFY 2014 CHILD COUNT AND  
EDUCATIONAL ENVIRONMENTS DATA**



**LOCAL EDUCATION AGENCY (LEA)  
CERTIFICATION OF FFY 2014 CHILD COUNT AND EDUCATIONAL  
ENVIRONMENTS DATA**

I, \_\_\_\_\_, \_\_\_\_\_ at \_\_\_\_\_  
Printed name Title Name of LEA

certify that the data provided to the Office of the State Superintendent of Education (OSSE) for Federal Fiscal Year 2014 from the OSSE Child Count View in SLED are valid and reliable. Furthermore, I certify that the data provided are consistent with the requirements of Part B of the Federal Individuals with Disabilities Education Improvement Act, as found in PL 108-446, and all applicable laws and regulations under the District of Columbia.

The number of students receiving special education services at my LEA is: \_\_\_\_\_.

I have attached a copy of the Child Count PDF Roster Verification Report from the OSSE SLED application for my LEA.

**FOR STUDENTS 3-5 YEARS OF AGE AS OF OCTOBER 6, 2014**

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is attending a regular education early childhood program for at least 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is attending a regular education early childhood program for at least 10 hours per week and receives most of their special education services in an OTHER LOCATION rather than in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is attending a regular education early childhood program for less than 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is attending a regular education early childhood program for less than 10 hours per week and receives most of their special education services in an OTHER LOCATION rather than in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is in a separate special education classroom. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

\_\_\_\_ YES \_\_\_\_ NO My LEA has at least one early childhood student who is receiving special education services in a home environment, who attends neither a regular early childhood program nor a special education program. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.





☐ YES ☐ NO

My LEA has at least one early childhood student who is receiving special education services at a service provider location or some other location that is not in any other category. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

#### FOR STUDENTS 6-21 YEARS OF AGE AS OF October 6, 2014

☐ YES ☐ NO

My LEA has at least one student who is in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

☐ YES ☐ NO

My LEA has at least one student who is in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

☐ YES ☐ NO

My LEA has at least one student who is parentally placed in a private school or home schooled AND is receiving special education service from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

☐ YES ☐ NO

My LEA has at least one student who is homebound or in a hospital AND is receiving special education service from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

☐ YES ☐ NO

My LEA has at least one student who is in a correctional facility. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

OSSE must receive this certificate and data report from SLED by October 8, 2014 at 5:00 pm EST for your data submission to be considered timely.

Scan and email a signed copy of this form with the copy of your Child Count PDF Roster Verification Report to [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov).

Please note that LEAs must comply with the final rulemaking of section 3019, in Chapter 30 (Special Education Policy) of Title 5-E (Education, Original Title 5) of the District of Columbia Municipal Regulations (DCMR), issued on December 4, 2009.



# **APPENDIX C:**

**SY2014-2015 ENROLLMENT AUDIT AND CHILD COUNT DATA ELEMENTS**



Category	Data Element	Definition	Source System	Permitted Values
Student Demographic	USI	The official state identifier for all students attending a District of Columbia LEA; assigned by OSSE	Generated by OSSE's SLED	10 digit numeric
Student Demographic	Local ID	A unique number of alphanumeric codes assigned to a student by the LEA.	ProActive or DC Stars generated	numeric
Student Demographic	Last Name	The legal last name of the student.	LEA SIS	alpha
Student Demographic	Middle Name	The legal middle name of the student.	LEA SIS	alpha
Student Demographic	First Name	The legal first name of the student.	LEA SIS	alpha
Student Demographic	Date of Birth	The day, month and year on which the student was born.	LEA SIS	mm/dd/yyyy
Student Demographic	Gender	A coded value representing the student's gender; Gender is a person's actual sex or perceived sex	LEA SIS	F - female; M - male
Student Demographic	Ethnicity	An indication that a student identifies as Hispanic or Latino	LEA SIS	H - student is Hispanic/Latino; N - student is not Hispanic/ Latino
Student Demographic	Race	LEAs are required to categorize students in one or more of the five permitted race categories	LEA SIS	A = Asian; B = Black/ African American; I = American Indian / Alaskan Native; M = Multiple; P = Pacific Islander / Native Hawaiian; W = White/Caucasian
Student Demographic	Student Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides	LEA SIS	alpha numeric
Student Demographic	Student City	The city where the student resides	LEA SIS	alpha
Student Demographic	Student State	The abbreviation for the state (within the United States) or outlying area in which the student resides	LEA SIS	Two letter standard state abbreviation
Student Demographic	Student Zip Code	The number that identifies the postal delivery area in the United States in which the student resides	LEA SIS	5-digit or 5+4-digit numeric



Category	Data Element	Definition	Source System	Permitted Values
Student Demographic	Student Ward	Student's ward of residence for students residing within the District of Columbia	Generated by the DC Master Address Repository (MAR) based on LEA reported Student Street Address, Student City, Student State, and Student Zip Code	1, 2, 3, 4, 5, 6, 7, 8
Program information	LEP Indicator	An indication that the student is Limited English Proficient (LEP) per their LEP Identification assessment of prior years' ACCESS for ELLs test results	LEA SIS	Yes - The student is LEP or Non-English Proficient; No - the student is not LEP or NEP
Program information	Free and Reduced Meal Status	An indication of whether a student is receiving free meals, reduced price meals or paying for meals in full. This is used as an indicator of a student's poverty level.	LEA SIS	Free - student qualifies for free lunch; Reduced - student qualifies for reduced-priced lunch; Paid - student does not qualify for free- or reduced- priced lunch
Program information	Direct Certification Indicator	An indication that the student's family was eligible for TANF or SNAP at any point within the given school year	Populated by OSSE using data provided by the Department of Human Services (DHS); the first SY 2014-2015 data will not be available until October 1, 2014	Yes - the student qualifies for SNAP or TANF during SY 2014-2015 No - the student does not qualify for SNAP or TANF during SY 2014-2015
Program information	Ward of State Indicator	An indication that the student is under DC foster care	Populated by OSSE using data provided by the Children and Family Services Agency	Yes- the student is under the care of the District's foster care system No - the student is not under the care of the District's foster care system



Category	Data Element	Definition	Source System	Permitted Values
Program information	Nonpublic Population Indicator	An indication that the special education student has been placed in a non-public educational program	LEA SIS	Yes - the student is placed in a nonpublic school; No - the student is not placed in a nonpublic school
Program information	At Risk Indicator	An indication that the student is homeless, in the District's foster care system, qualifies for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or that the high school student is one year older, or more, than the expected age for the LEA-identified grade level	Derived by OSSE based on the prior school year's at-risk projection	Yes - the student is considered at-risk; No - the student is not considered at-risk
Program information	Overage	An indication that the high school students that is one year older, or more, than the expected age for the grade in which the students are enrolled	Derived by OSSE based LEA-identified grade level, student date of birth, and special program type	Yes - the high school student is overage; No - the high school student is not overage
Program information	Homeless Indicator	An indication that the student is homeless	Populated by OSSE based on McKinney-Vento Homeless Student Referrals	Yes - the student has been identified as homeless; No - the student has not been identified as homeless



Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	LEA identified Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session	LEA SIS	PK3 – Pre-Kindergarten for 3-year olds; PK4 - Pre-Kindergarten for 4-year olds ; KG- Kindergarten; 01-First grade; 02-Second grade; 03-Third grade; 04-Fourth grade; 05-Fifth grade; 06-Sixth grade; 07-Seventh grade;08-Eighth grade; 09-Ninth grade; 10-Tenth grade; 11-Eleventh grade; 12-Twelfth grade; AO-Adult; UN-Ungraded (only permitted for schools designated as Special Education or Alternative)
Student Enrollment	UPSFF Grade Level/ Special Program	The translation of the student's LEA-identified grade level to the UPSFF weighting according to the student's LEA-identified grade level and the special program type (adult, special education, and alternative).	Derived by OSSE using LEA identified grade level and special program designations; Students with missing or invalid LEA identified grade levels are placed into age-appropriate grades	same as above
Student Enrollment	LEA ID	A unique code assigned to each LEA by the DC OSSE's School and LEA Information Management System (SLIMS).	LEA SIS	numeric
Student Enrollment	LEA Name	The official name of the LEA per the School and LEA Information Management System (SLIMS).	LEA SIS	alpha
Student Enrollment	School ID	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).	LEA SIS	numeric





Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	School Name	The official name of the school per the School and LEA Information Management System (SLIMS).	LEA SIS	Alpha
Student Enrollment	Residency Indicator	The LEA's determination that the student is or is not a resident of the District of Columbia.	LEA SIS - for LEAs who have transitioned to the ADT EA/CC QuickBase app - otherwise	Yes - the student is a resident of DC; No - the student is not a resident of DC
Student Enrollment	Tuition Indicator	An indication that a student is or should be tuition paying	LEA SIS - for LEAs who have transitioned to the ADT EA/CC QuickBase app - otherwise	Yes - the student pays/should pay tuition; No - the student does not need to pay tuition
Student Enrollment	Tuition Paid as of October 6, 2014	The amount of money that the student has paid in tuition for the 2014-2015 school year as of October 6, 2014 (only applicable to nonresidents)	LEA SIS - for LEAs who have transitioned to the ADT EA/CC QuickBase app - otherwise	numeric (no \$ sign)
Program information	SEDS Nonpublic Indicator	This field will indicated if a student is attending a school with LEA code 7000	LEA SIS	Yes No
Specialized Education Information	Age as of Oct 6 2014	Student's age as of October 6, 2014	SEDS	Numeric
Specialized Education Information	SEDS LEA Type	The type of LEA identified in SEDS	SEDS	DCPS DCPS PCS Independent PCS Non-public OSSE State School



Category	Data Element	Definition	Source System	Permitted Values
Specialized Education Information	SEDS School Type	The type of school identified in SEDS	SEDS	Cluster 1 Cluster 10 Cluster 2 Cluster 3 Cluster 4 Cluster 5 Cluster 6 Cluster 7 Cluster 8 Cluster 9 DCPS PCS Early Stages Independent PCS NP: Residential NP: Surrounding Counties NP: Tuition Grant NULL Parentally Placed: Private State School
Specialized Education Information	SPED Primary Disability	Student's primary disability (under IDEA) as identified at the most current finalized Eligibility Determination meeting in SEDS	SEDS	Autism Spectrum Disorder (Known as Autism) Deaf-Blindness Deafness Developmental Delay Emotional Disturbance Hearing Impaired Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech or Language Impairment Traumatic Brain Injury Visual Impairment (Including Blindness)
Specialized Education Information	SEDS SPED Environment	The Educational Environment identified in SEDS from the most current finalized IEP	SEDS	See Appendix C



Category	Data Element	Definition	Source System	Permitted Values
Specialized Education Information	SEDS SPED Environment Date	The date the most current finalized IEP was entered into SEDS (Created Date)	SEDS	Date
Specialized Education Information	USER Updated SPED Environment	The Educational Environment identified by the LEA in the Enrollment Audit/Child Count QuickBase application (if updated by LEA)	QuickBase	See Appendix C
Specialized Education Information	User Updated SPED Environment Date	The date the Educational Environment was updated by the LEA in the Enrollment Audit/Child Count QuickBase application (if updated by LEA)	SEDS	Date
Specialized Education Information	Child Count Education Environment	The Educational Environment that will be used for the purposes of the Child Count	SEDS	See Appendix C
Specialized Education Information	Child Count Education Environment Source	This field will display the source from which the Educational Environment used for Child Count is taken. This is based on the most current date of entry in either SEDS or the Enrollment Audit/Child Count QuickBase application.	SEDS	SEDS EA/CC QB Application
Specialized Education Information	Most Recent IEP Date	The date of the most current finalized IEP in SEDS. Event Date is used.	SEDS	Date
Specialized Education Information	IEP Event ID	The Event ID from the most current finalized IEP in SEDS as captured on the student history page.	SEDS	Numeric
Specialized Education Information	Most Recent Eligibility Date	The date of the most current finalized Eligibility Determination in SEDS. Event Date is used.	SEDS	Date
Specialized Education Information	Total Hours Out of General Ed Setting	Total number of hours under specialized instruction and related services where location is Out of General Education Setting	SEDS	Numeric
Specialized Education Information	Total Hours In General Ed Setting	Total number of hours under specialized instruction and related services where location is In of General Education Setting	SEDS	Numeric
Specialized Education Information	% Outside of General Ed Setting	The percentage of specialized instruction and related service hours received Outside the General Education Setting divided by the total number of instructional hours per week for the school as captured in SEDS	Derived by OSSE	Calculation



Category	Data Element	Definition	Source System	Permitted Values
Specialized Education Information	Dedicated Aide	This field indicates if the student is receiving dedicated aide services as identified on the most current finalized IEP in SEDS.	SEDS	YES NO
Specialized Education Information	Dedicated Aide Hours	The number of hours identified on the Dedicated Aide Justification Plan in SEDS for which the student will receive dedicated aide services.	SEDS	Numeric
Specialized Education Information	SPED LEVEL	The number of total hours or specialized instruction and related services regardless of the setting in where the services are received and any dedicated aide hours received divided by the total number of instructional hours per week at that school as captured in SEDS.	Derived by OSSE	Level 1 Level 2 Level 3- Level 4- None
Specialized Education Information	Total SPED Hours	The number of total hours or specialized instruction and related services regardless of the setting in where the services are received and any dedicated aide hours received	SEDS	Numeric
Count Information	Count Location	The building and room number/location where each student can be found during the auditor site visit	LEA SIS - for LEAs who have transitioned to the ADT QuickBase (OSSE Enrollment Audit and Child Count) - otherwise	alpha numeric
Count Information	Count Location Date/Time of Site Visit	Date and time of the auditor site visit	Populated by OSSE following auditor coordination of dates (expected mid-September)	MM/DD/YYYY HH:MM am/pm
Student Enrollment	Enrollment Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given session (school year).	LEA SIS	MM/DD/YYYY
Student Enrollment	Entry Term	The process by which a student enters a school during a given academic session (school year), mapped to the permitted enrollment code values.	LEA SIS	Enrollment codes



Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	Withdrawal date	The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.	LEA SIS	MM/DD/YYYY
Student Enrollment	Withdrawal Term	The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values.	LEA SIS	The complete list of exit/withdrawal codes
Student Enrollment	Duplicative Enrollment Indicator	An indication that the student is enrolled at more than one school and/or LEA.	Derived by OSSE based on the student's school of enrollment and USI in the daily data feeds	Yes - the student is currently enrolled at multiple schools; No - enrolled at only one school

**APPENDIX D:**  
**EDUCATIONAL ENVIRONMENTS**



The Data Accountability Center, which provides technical assistance to states on federal reporting requirements, has data collection guidance on its website, which is appended to this version of the OSSE IDEA Facts Application User Guide for LEAs to understand the federal legislation.

IDEA Part B Data Child Count Fact Sheet

<http://www.ideadata.org/docs/ChildcountPtB-2011.pdf>

IDEA Part B Data Child Count Questions & Answers (March 2009, Reviewed March 2012)

<http://www.ideadata.org/docs/ChildcountPtBQA.pdf>

IDEA Part B Data Educational Environments Fact Sheet

<http://www.ideadata.org/docs/EnvironmentPtB-2011.pdf>

IDEA Part B Data Educational Environments Questions & Answers (March 2012)

<http://www.ideadata.org/docs/6-21EdEnvironsPtBQA.pdf>

The following table provides the allowable Educational Environment based on age with the corresponding descriptions.

## FOR STUDENTS BETWEEN AGES 3-5 ON OCTOBER 6, 2014

ENVIRONMENT	DESCRIPTION
In Regular Early Childhood Program = 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program = 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).
Separate Class	Unduplicated total who attended a special education program in a class with less than 50% non-disabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total number of students who received special education programs in public or private day schools designated specifically for children with disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total number of students who received special education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Home	Unduplicated total who received special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term caregivers includes babysitters.
Service Provider Location	Unduplicated total who received all of their special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: Private clinician's offices, Clinicians' offices located in school buildings; and Hospital facilities on an outpatient basis.





## FOR STUDENTS BETWEEN AGES 6-21 ON OCTOBER 6, 2014

ENVIRONMENT	DESCRIPTION
Separate School	<p>Unduplicated total number of students that received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Public and private day schools for students with disabilities</li> <li>• Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or</li> <li>• Public and private residential facilities if the student does not live at the facility.</li> </ul>
Residential Facility	<p>Unduplicated total number of students that received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Public and private residential schools for students with disabilities; or</li> <li>• Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day school or regular school buildings for the remainder of the school day.</li> </ul> <p>Do not include students who received education programs at the facility, but do not live there.</p>
Correctional Facility	<p>Unduplicated total number of students that receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in:</p> <ul style="list-style-type: none"> <li>• Short-term detention facilities (community-based or residential), or</li> <li>• Correctional facilities.</li> </ul>
Homebound/Hospital	<p>Unduplicated total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> <li>• Hospital programs, or</li> <li>• Homebound programs.</li> </ul> <p>Do not include children with disabilities whose parent have opted to home school them and who receive special education at the public expense.</p>
Parentally Placed in a Private School	<p>Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.</p>





